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ABSTRACT

To improve selection and training at both Bachelor's and Master's levels, an evaluation study of the alumni of the College of Education was undertaken. Alumni were sent questionnaires to ascertain their feelings about their training, and a rating scale was sent to the principals of schools where alumni were teaching (see TM 001 301 for sample). Details of results are given. (A related document is ED 060 650.) (MB)

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EVALUATION OF THE UNIVERSITY OF SOUTH ALABAMA COLLEGE OF EDUCATION TEACHER TRAINING PROGRAM BY ANALYSES OF ITS ALUMNI[1]

1969

Granville B. Johnson

TM 001 300

[1]Facilitated by a grant from the University of South Alabama Research Fund

PREFACE

This report was made possible through the cooperation of many persons: the alumni who responded to the questionnaire; the principals who took their time to evaluate University of South Alabama teachers; the following faculty members (University supervisors) who rated student teachers: Eugene Aromi, Aileen Cole, Elizabeth Martin, David Mason, John Morrow, John Roberts, Thomas Russell, Wayne Scrivner, Wilma Scrivner; the editorial staff: Linda Harris, Elizabeth Martin, and Carl Todd; and the exemplary amanuenses, Linda Busch and Georgia Self.

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Granville B. Johnson

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INTRODUCTION

To ascertain the effectiveness of a training program, an evaluation of its effect on trainees must be obtained. In a teacher training program there are sources of feedback which may prove significant in the development of improved training techniques. Two of these are: what do the alumni feel about their own training experience, and how do their principals feel about their qualifications as teachers.

This then is the general purpose of this study: to evaluate the alumni of the College of Education with the aim of improving selection and training techniques at both Bachelor's and Master's degree levels.

SECTION I

EVALUATION FROM ALUMNI

Purpose

The purpose of this phase of the study was to ascertain what the alumni were doing, their reaction to their jobs, and how they felt about their preparation.

Subjects

All alumni (B.S. and M.A.) who had been graduated by the spring quarter, 1969, were sent questionnaires to evaluate themselves and their professional training and experience.

The following tables describe the sample returning the questionnaires with a probability estimate on three criteria regarding representativeness of sample.

TABLE I

QUESTIONNAIRES SENT B. S. ALUMNI RETURNED ACCORDING TO MAJOR FIELD, YEAR CF GRADUATION AND SEX

	Number Sent	Percent	Number Returned	Percent	$\frac{D}{S\ prop.}$
Elementary	130	52	38	49	.50
Secondary	119	48	39	51	.46
1965	3	1	1	1	.01
1966	23	10	8	10	.11
1967	69	28	21	27	.06
1968	130	51	37	48	.75
1969	25	10	9	11	.16
Men	36	14	12	16	.05
Women	213	85	65	84	.05

TABLE II

QUESTIONNAIRES SENT M. A. ALUMNI RETURNED ACCORDING TO MAJOR FIELD, YEAR OF GRADUATION, AND SEX

	Number Sent	Percent	Number Returned	Percent	$\frac{D}{S\ prop.}$
Elementary	10	36	3	20	1.05
Secondary	11	39	8	53	.95
Counseling & Guidance	7	25	3	26	.13
1968	23	82	11	73	.11
1969	5	18	3	27	.71
Men	5	18	3	27	.53
Women	23	87	11	73	1.15

Only 31 percent of the B.S. alumni and 50 percent of the M.A. alumni returned the questionnaires.[2] However, analysis of the foregoing tables indicates that the sample of questionnaires returned at both levels does not differ significantly in major area, year of graduation, or sex from the population of alumni. It can be concluded that the summary of responses included here is probably reflective of total response.

MATERIALS

Questionnaire:

The purpose of the questionnaire was multifold: (1) to get a job description; (2) to determine how the teachers feel about themselves in relationship to their jobs; (3) to ascertain the teachers' feelings about what skills and knowledge are significant in their jobs and the degree of significance; and (4) to estimate the adequacy of the University in the development of these skills and insights.

The questionnaire was derived from two sources: a questionnaire used in a survey of University of Minnesota Ph.D.'s[3] and from individual faculty members of the College of Education at the University of South Alabama. A single questionnaire was constructed so that response of both B.S. and M.A. alumni could be recorded.

At the present time factor analysis is being made of this instrument.

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[2]Three percent of the questionnaires were returned to the sender with inadequate address and one percent were returned [redacted] too late for this study.

[3]Robert T. Alciatore and Beth E. Eckert, "Minnesota Ph.D.'s Evaluate Their Training", Oct., 1968.

Results - B.S. Alumni

Of the 249 questionnaires sent B.S. alumni, 77 (31 percent), were returned. Of these, 57 (74 percent) were in the teaching profession at the time of response.

A descriptive summary of the sample reveals the following:

Age:

The mean age of alumni is 31.9 years with a range of 20 to 60.

Grade-point average:

The GPA is 3.06 with a range from 2.13 to 3.90. Those teaching have a mean GPA of 3.08 which differs somewhat between sexes and between elementary and secondary majors.

TABLE III

MEAN GRADE POINT AVERAGES

	Elementary	Secondary
Men	2.86	3.00
Women	3.04	3.22

It is seen that the women are consistently superior in scholarship to the men and that the secondary teachers have a superior GPA to the elementary.

Number of full-time positions held:

Of the total number of respondents, 12 percent have never taught. Of those in the teaching profession, 75 percent have had one position, 10 percent-two, and 3 percent-three.

Current employment status:

Eighty-two percent of the elementary majors and 64 percent of the secondary majors are currently teaching; 16 percent of the elementary and 26 percent of the secondary are unemployed; 2 percent of the elementary and 10 percent of the secondary have other employment.

Division of working time:

Apparently, only three-quarters of the school day is devoted to classroom instruction by the average teacher. Several other activities take the balance of the time. To see how the teachers feel about the division of time on their jobs, a comparison of job-actual with job-ideal was made.

TABLE IV

ACTUAL TIME AND DESIRED TIME DEVOTED TO SCHOOL ACTIVITIES

Actual Percent of Time Spent		Desired Percent of Time Spent
7	Administration (Including supervisory work, staff conferences, etc.)	7
76	Teaching (Including preparation, grading)	70
9	Counseling and individual casework with students	12
4	Research, scholarly writing, creative work	7
4	General work (All professional activities not included above)	4

It can be seen that there is some tendency to want more time for counseling and individual work with students; more time for research, scholarly writing and creative work; and less time for teaching (including preparation, grading, etc.)

Earned income:

The average reported 10 months' income for all B.S. teaching alumni was $5055. The differences between elementary and secondary teachers and between men and women were inconsequential.

Job satisfaction:

Fifty-two percent of the alumni are thoroughly satisfied with their present positions and have no desire for change, while 31 percent though satisfied would consider a change. Fourteen percent are somewhat dissatisfied and only 3 percent are thoroughly dissatisfied.

Professional activities:

The B.S. graduates belong to an average of .88 professional societies with a range of 0-4 and hold an average of .13 official positions in those societies. The names of the societies are not listed.

Satisfaction with educational experience:

Two-thirds of the alumni are satisfied with their educational experience at the University of South Alabama (35 percent thoroughly, 32 percent very). Twenty-eight percent are satisfied and, if they had it to do over again, would choose the University of South Alabama, while only 5 percent are somewhat dissatisfied and would probably choose some other undergraduate school. None would definitely have chosen some other undergraduate school.

Preparation for teaching:

Certain skills and abilities are often associated with teaching. The alumni considered these from two points of view: how important they were in their work, and whether or not they were acquired in the undergraduate programs. Their reaction to some of these skills or abilities appears in the following table:

TABLE V

PREPARATION FOR TEACHING

IMPORTANCE OF SKILLS AND ABILITIES TO TEACHING
AND THEIR ACQUISITIONS IN THE UNDERGRADUATE PROGRAM

A Importance for Your faculty Service					B Acquired in Undergraduate Program	
Indispensable 1	Desirable 2	Unnecessary 3			Yes (Percent)	No (Percent)
71	25	4	1.	Skill in planning for effective use of limited time (in classrooms, etc.)	64	36
69	31	0	2.	Skill in handling discussions.	61	39
66	32	27	3.	Ability to outline objectives and organize courses.	90	10
58	38	4	4.	Skill in making demonstrations or using charts, models, slides and illustrative devices.	71	29
53	43	4	5.	Familiarity with research materials and methods in subject(s) taught (or in subject or specialization).	80	20
43	46	11	6.	Ability to direct others in the proper use of library resources.	60	40
37	44	19	7.	Skill in advising students on personal, educational, or vocational problems.	27	73
36	54	10	8.	Skill and practice in doing research in field of specialization.	74	26
35	60	5	9.	Skill in interpreting and using results from standardized tests.	47	53
27	55	18	10.	Skill in lecturing.	45	57
26	58	16	11.	A broad knowledge of American education, its organization, development, purposes, and problems.	81	19
21	71	8	12.	Ability to work with groups of students in extra-class relationships (e.g. advisors to student organizations.)	21	79

It is seen that a preponderance of alumni consider all the foregoing skills or abilities desirable or indispensable, and most students acquired them in the undergraduate program. Those which a majority did not learn were:

a. Skill in lecturing.

b. Skill in advising students.

c. Skill in interpreting and using results from standardized tests.

d. Ability to work with groups of students in extra-class relationships.

Characteristics of school experience:

Students acquire abilities, attitudes, and understandings in connection with their undergraduate program. The following table presents the degree to which the alumni feel a number of these competencies are useful in their present positions and whether this competency was acquired in their undergraduate programs.

TABLE VI

CHARACTERISTICS OF SCHOOL EXPERIENCE

USEFULNESS OF COMPETENCIES AND ACQUISITION IN UNDERGRADUATE PROGRAM

Usefulness in Present Position					Acquired in Undergraduate School	
Essential 1	Valuable 2	Unimportant 3			yes 1	no 2
(Percent)					(Percent)	
82	10	8	1.	Ability to control class.	43	57
74	20	6	2.	A thorough understanding of your major field	82	18
71	19	10	3.	Ability to teach or train others.	68	32
60	30	10	4.	Possession of satisfying philosophy of life.	49	51
59	40	1	5.	Ability to work with others in professional endeavor.	73	27
56	40	4	6.	Sense of professional obligation and ethics.	80	20
49	47	4	7.	Command of broad field of knowledge [redacted] your major field.	86	14
47	48	5	8.	Ability to use a wide range of library resources.	82	18
38	53	9	9.	Knowledge of public affairs	45	55
33	58	9	10.	Ability to organize and present ideas to colleagues.	80	20
30	59	11	11.	Skill in delegating work or responsibility to others.	46	54
28	60	12	12.	Acquaintance with professional journals in field.	78	22
24	65	11	13.	Knowledge in minor field.	82	18
11	75	14	14.	Ability to appraise the professional contribution of others.	51	49

Analysis of the foregoing table indicates that all the attitudes, knowledges and abilities are considered "valuable" or "essential" in the teaching profession and that the undergraduate experience was conducive to their development.

Although "ability to control class" was rated most essential in usefulness, the greater majority of students had not acquired it in the undergraduate program. "Knowledge of public affairs," "skill in delegating work as responsibility to others," and "possession of a satisfying philosophy of life" were not acquired during undergraduate years by a majority of alumni.

Attitude toward research:

The B.S. alumni's attitude concerning consumption and production of research in their undergraduate experience is best illustrated in the response to three questions (reported in percents):

	Strongly Disagreed	Disagree	Undecided	Agreed	Strongly Agreed
I would like more opportunities for individual research and study in the program.	2	13	31	38	16
I wish I had learned the language of my profession to better understand the literature (statistics, research design, etc.)	4	15	46	4	31
I would like to have more opportunity to plan and produce educational research.	3	15	40	23	19

Despite the high percentage of respondents who are undecided, there is an awareness of the need for research consumption and production.

Motives for leaving teaching:

Twelve percent of the alumni have taught but are now pursuing other careers. Forty percent of those leaving left for jobs with better financial remuneration; 30 percent felt they could make a greater contribution to society in another career. One person felt inadequately prepared to teach, another did not find teaching very stimulating, and another was advised by friends and family to leave teaching.

Unsolicited comments:

> "People who graduate from USA have become frustrated because the marvelous methods of teaching we have learned go only with 24 pupil classrooms or team teaching in the elementary field."
>
> Elementary 1968

> "Ability to control the class seems to be the number one problem for new teachers. Since the school board insists on placing new teachers in impossible situations, maybe the University can help teachers who will be placed in a Negro school or with three lesson preparations (sometimes out of your field)."
>
> Elementary 1967

> "I didn't find the educational courses very helpful-too abstract, general. I would have appreciated more concrete and specific techniques and skills that I could use in teaching. I received little direction from the Education Department."
>
> Secondary 1967

> "I found discipline problems and lack of interest among students such that teaching was not the kind of work I would continue in for the remainder of my working years."
>
> Secondary 1967

> "I shall always appreciate the understanding instructors I had at the University of South Alabama. Teaching and going to school at the same time gave me additional opportunities to apply everything I had learned."
>
> Elementary 1968

"I feel that the teacher education program has been improved greatly since my graduation. The greatest improvement being [redacted] allowing [redacted] students to participate in actual classrooms of their chosen level. One needs to see total programs in order to [redacted] thoroughly [redacted] prepared."

Elementary 1967

"I am very pleased to see an interest being taken in improving the quality of education for educators. I received my B.S. in Secondary Education (Spanish and English) at U.S.A. The greatest fault I found upon entering the classroom was not in my speciality but in classroom technique, control, etc. Elementary Education has the right idea in the concentration of techniques of teaching.

"Psychology and counseling courses are sorely needed, especially a new field which is the teacher's greatest aid, Behavior Modification. Practice teaching is like playing house-you aren't <u>really</u> the Mommy (or the teacher). Of those 40 hours of Education, 5 could have been devoted to introduction and philosophy and 35 to technique. Theory is fine in its place, but it won't get the class's attention nor will it make geometry any easier to understand.

"In December I will receive my M.S. in Rehabilitation Counseling from Auburn University. I suppose I turned to counseling, not to get out of the classroom but to get through to the children. Teachers have become objects of discipline and I've never been much of an authoritarian. <u>Every</u> university shares your concern but thank heaven you are endeavoring to <u>do</u> something about it."

Secondary 1968

Results - M.A. Alumni

Twenty-eight questionnaires were sent M.A. alumni, and 50 percent were returned. Of these fourteen only eight were teaching at the time of response. In the following, the full sample or just the teachers sample was used where appropriate.

A descriptive summary of the sample reveals the following:

Age:

The mean age of the sample is 39 years with a range of 24-55.

Grade-point average:

The grade-point average is 3.69 with a range of 3.00 to 4.00.

Number of full-time positions:

Each person has held only one teaching position since receiving the M.A. degree.

Current employment status:

Fifty-seven percent of the sample currently are teaching; 28 percent are unemployed; and 15 percent are employed in other fields.

Division of working time:

A comparison between the job-actual and job-ideal is found in the following table:

TABLE VII

ACTUAL TIME AND DESIRED TIME DEVOTED TO SCHOOL ACTIVITIES

Actual Percent		Desired Percent
5	Administration (including supervisory work, staff conferences, etc.)	5
70	Teaching (including preparation, grading)	73
6	Counseling and individual casework with students	8
5	Research, scholarly writing, creative work	12
14	General work (all professional activities not included above)	2

It may be seen that the actual and desired percents are very close except that the M.A. alumni would like to spend more time doing research, scholarly writing and creative work, and less general work (all other professional activities).

Earned income:

The mean income for the sample was $6,760 with a range of $5,800 to $7,000.

Job satisfaction:

Twelve percent of the sample are thoroughly satisfied with their present employment and have no desire to change jobs; 63 percent are satisfied but would consider a job change; while 25 percent are somewhat dissatisfied and would consider a change. None reported being very dissatisfied.

Professional activities:

The teaching alumni are members of an average of 1.25 (range 0 to 3) professional societies and hold an average of .65 (range 0 to 6) major official positions in those groups.

Satisfaction with graduate experience:

Seventy-five percent of the sample are thoroughly or very satisfied with the graduate program of the University of South Alabama and would choose it again if starting graduate school over. Eight percent are satisfied and would probably choose it again; but 16 percent are somewhat very dissatisfied and would choose some other graduate school.

Preparation for teaching:

The following table summarizes the significance to teaching of certain skills and abilities, together with the incidence of acquisition at undergraduate and graduate levels.

TABLE VIII

PREPARATION FOR TEACHING

IMPORTANCE OF SKILLS AND ABILITIES TO TEACHING AND THEIR ACQUISITION IN THE GRADUATE PROGRAM

A Importance for Your Faculty Service					Acquired in Undergraduate Program		Acquired in Graduate Program	
Indispensable 1	Desirable 2	Unnecessary 3			yes	no	yes	no
(Percent)					(Percent)			
83	17	0	1.	Skill in planning for effective use of limited time (in classroom, etc.)	42	58	67	33
67	17	16	2.	Skill in handling discussions.	42	58	83	17
58	42	0	3.	Ability to outline objectives and organize courses.	25	75	90	10
50	42	8	4.	Familiarity with research materials and methods in subject(s) taught (or in subject of specialization).	27	73	90	10
50	33	17	5.	Skill and practice in doing research in field of specialization.	25	75	75	25
42	50	8	6.	Skill in interpreting and using results from standardized tests.	8	92	75	25
35	50	9	7.	Ability to direct others in the proper use of library resources.	10	90	42	58
33	58	9	8.	Skill in advising students on personal, educational, or vocational problems.	0	100	83	17
25	75	0	9.	Ability to work with groups of students in extra-class relationships (e.g. advisors to student organizations).	17	83	42	58
25	67	8	10.	Skill in making demonstrations or using charts, models, slides, and illustrative devices.	25	27	58	42
17	83	0	11.	A broad knowledge of American education, its organization, development, purposes and problems.	42	58	90	10
8	83	9	12.	Skill in lecturing.	42	58	33	67

It may be noted from the foregoing that all the listed skills and abilities are considered desirable or indispensable. The ability to direct others in the proper use of library resources, the ability to work with groups of students in extra-class relationships, and skill in lecturing were the only skills not achieved by a majority in the graduate program.

The relationship between undergraduate and graduate ratings of the factors significant to faculty service is quite high (Rho.=.76).

Not a single member of the sample is an alumnus of the USA undergraduate program so an evaluation of the category "acquired in undergraduate program" is irrelevant to this study. It may be noted, however, that on every criterion a majority did not acquire that skill or ability. This does not necessarily reflect on their undergraduate training.

Characteristics of school experiences:

The following table ranks abilities, attitudes and understandings in order of degree of significance by the sample members. Whether these abilities were achieved at the undergraduate or graduate school is presented in percents.

TABLE IX

CHARACTERISTICS OF SCHOOL EXPERIENCE

USEFULNESS OF COMPETENCIES AND ACQUISITION IN GRADUATE PROGRAM

Usefulness in Present Position					Acquired in Undergraduate School		Acquired in Graduate School	
Essential 1	Valuable 3	Unimportant 3			yes	no	yea	no
(Percent)					(Percent)			
84	8	8	1.	Ability to teach or train others.	31	69	62	38
75	25	0	2.	Possession of satisfying philosophy of life.	46	54	62	38
67	17	16	3.	Ability to control class.	46	54	31	69
58	42	0	4.	Ability to work with others in professional endeavor.	23	77	92	8
58	34	8	5.	Command of broad field of knowledge including your major field.	38	62	62	38
58	5	17	6.	A thorough understanding of your major job field.	58	42	54	46
50	50	0	7.	Sense of professional obligation and ethics.	38	62	77	23
50	50	0	8.	Knowledge of public affairs.	62	38	54	46
50	33	17	9.	Ability to use a wide range of library resources.	38	62	85	15
33	58	9	10.	Acquaintance with professional journals in field.	46	54	85	15
33	50	17	11.	Ability to organize and present ideas to colleagues.	8	92	62	38
25	50	25	12.	Ability to appraise the professional contributions of others.	0	100	85	15
17	50	35	13.	Skill in delegating work or responsibility to others.	15	85	46	54

On this list of abilities, attitudes and understandings significant to teaching, there is a high relationship between graduate and undergraduate ratings (Rho=.87).

It is seen from the foregoing table that, although all the variables are rated preponderantly essential or valuable, only two of them were not acquired at the graduate level: ability to control class and skill in delegating work or responsibility to others.

The ability to work with others in professional endeavor to organize and present ideas to colleagues and to appraise the professional contributions of others demonstrates that the graduate experience fulfilled a real need.

Attitude towards the Masters oral:

The attitude toward the M.A. oral is best seen in response to two statements.

	Strongly Disagree	Disagree	Undecided	Agreed	Strongly Agreed
I feel the MA oral should be abandoned.	21	43	21	7	8
I would like to see a written comprehensive substitute for an oral.	14	36	21	14	15

It is seen that the majority of the M.A. alumni sample would prefer to retain the Masters oral.

Attitude toward research consumption and production:

The respondents' reaction to the following three statements indicates something of the M.A. alumni's attitude toward research consumption and production. The data are reported in percents.

	Strongly Disagree	Disagree	Unde-cided	Agree	Strongly Agree
I wish I had learned the language of my profession to better understand the literature (statistics, research design, etc.)	7	21	22	50	0
I would have like more opportunity for individual research and study in the program.	0	14	21	50	15
I would like to have had more opportunity to plan and produce educational research.	7	21	21	38	13

Motives for leaving teaching:

Forty-two percent of the sample have left teaching. For the six who left, the following reasons were given:

1. "I felt that I could make greater contribution to society in another career."
2. "I wanted a job with better financial renumeration."
3. One had health problems.
4. One wanted to stay at home and be a "better wife."
5. One is in graduate school.
6. One had never taught (did not give reason).

Unsolicited comment:

"I was somewhat disappointed in the quality of some of the classes I attended and this lack, I feel, was due to two things. One was lack of preparation for the graduate level on the part of the professor (too much busy work was assigned). The other was lack of interest in the courses (or a seeming lack of interest) on the part of the professor. On the other hand, some of the most stimulating and challenging classes I have ever attended were at USA. Some of the professors were so enthusiastic about education and teaching of children that one could not sit in their classes without responding to the challenge of ideas."

Secondary 1968

SECTION II

EVALUATION BY PRINCIPALS

Purpose

The purpose of this approach is to ascertain from principals' evaluation the strengths and weaknesses of the alumni of the College of Education. The value of the rating scale is considered.

Subjects

The sample was limited to B.S. and M.A. alumni who were teaching in Mobile or Baldwin Counties. This limitation was imposed because principals' names and addresses outside these counties were unobtainable. One hundred twenty-seven of the B.S. alumni and ten M.A. alumni were teaching in these two counties. Fifty-nine schools were represented; the principals of these schools were sent rating scales for each alumnus in his employ.

The following tables describe the samples returning the questionnaires with a probability estimate on three criteria regarding representativeness of sample.

TABLE X

B.S..PRINCIPAL RATINGS

REPRESENTATIVENESS OF SAMPLE RETURNS
(Alumni teaching in Mobile and Baldwin Counties)

	Sent Out			Received		
	Number	Percent		Number	Percent	D/S prop
Males	17	13	Males	5	7	.75
Females	110	87	Females	64	93	.66
1966	16	13	1966	9	13	.01
1967	35	27	1967	15	22	.67
1968	61	48	1968	34	49	.16
1969	15	12	1969	11	16	.48
Elementary	74	58	Elementary	48	69	1.75
Secondary	53	42	Secondary	21	31	1.62

TABLE XI

M.A. PRINCIPAL RATINGS

REPRESENTATIVENESS OF SAMPLE RETURNS
(Alumni teaching in Mobile and Baldwin Counties)

	Sent Out			Received		
	Number	Percent		Number	Percent	D/S prop.
Males	1	10	Males	1	14	1.30
Females	9	90	Females	6	86	.40
1968	9	90	1968	7	100	1.00
1969	1	10	1969	0	00	--
Elementary	5	50	Elementary	4	57	1.40
Secondary	5	50	Secondary	3	43	1.40

These two tables indicate that the sample returns are representative of those sent to principals in Baldwin and Mobile Counties for both B.S. and M.A. alumni. That Baldwin and Mobile Counties alumni are not representative on the three criteria of the population of College of Education teaching alumni is demonstrated by the fact that "elementary" and "secondary" at both B.S. and M.A. levels were found to have too great weighting in the former (p= .01). This means that, although the sample return was representative of the rating scales sent to principals in Mobile and Baldwin Counties, it was not representative of the total number of University of South Alabama B.S. and M.A. teaching alumni though on all other criteria it was. This means that these sample findings may be generalized to teaching alumni in Mobile and Baldwin Counties only.

Materials

Rating scale:

The rating scale was the instrument sent to principals for evaluation of the teaching alumni. It appears as follows:

The first six variables may be used by an interviewing team to evaluate characteristics presumably significant to teaching (but basically expressions of personality) for purposes of screening and advising teacher candidates. The next Ten variables are directly associated with and descriptive of the teaching act.

The relationship between the first six variables and the last Ten is insignificant, indicating that the elements of the future teaching act may not be predicted by the initial evaluation of personality. Factor analysis is presently being made of this instrument.

TM 001 301

EVALUATION FOR TEACHING
Teacher Placement Office, University of South Alabama

	(1) Very Poor	(2) Poor	(3) Fair	(4) Good	(5) Excellent	Comments
1. APPEARANCE Anything about face, body, or grooming distracting from learning.	Physically unattractive and poorly groomed. /__/	Physically unattractive but fairly well groomed. /__/	Not unattractive, fairly well groomed /__/	Attractive, fairly well groomed. /__/	Very attractive, well groomed. /__/	
2. VOICE Quality of modulation, pitch, timbre, adequacy of VOLUME.	Glaring deficiencies. /__/	Somewhat deficient. /__/	Fairly good voice. No glaring deficiencies /__/	Very slight deficiencies /__/	Well modulated, normal pitch, timbre, volume well controlled. /__/	
3. ENGLISH USAGE Correct grammar and correct word choice. Acceptable pronunciation.	Consistently incorrect grammar, choice of words or pronoun. /__/	Some real deficiency /__/	Fairly good English usage, no glaring or habitual deficiencies /__/	Occasional mistakes /__/	Correct grammar & correct choice of words. Pronunciation is good. /__/	
4. MANNERISMS Distracting idiosyncrasies. Words or actions repeatedly used.	Numerous /__/	Several /__/	A few /__/	Nearly free /__/	Free from distracting mannerisms. /__/	

	(1) Very Poor	(2) Poor	(3) Fair	(4) Good	(5) Excellent	Comments
5. GENERAL VIGOR AND ENTHUSIASM. Well-directed energies.	Appears bored /__/	Shows No enthusiasm but no outright boredom /__/	Shows moderate enthusiasm /__/	Enthusiastic in most situations /__/	Very vigorous and enthusiastic /__/	
6. POISE Appearance of confidence and ease	Completely lacking in usual or new situations /__/	Little shown /__/	Fairly poised under usual conditions /__/	Under usual conditions. Sometimes not under new conditions. /__/	At all times under any condition. /__/	
7. KNOWLEDGE OF SUBJECT MATTER. Insight, mastery, background.	Does not know the subject matter well enough to teach it. /__/	Deficiencies in knowledge or understanding. /__/	Reasonably good understanding and knowledge. /__/	Good understanding and knowledge. /__/	Scholarly knowledge of subject matter, clear understanding. /__/	
8. PREPARATION Planning the Presentation	Poorly planned /__/	Some planning in evidence. /__/	Fairly well planned /__/	Evidence of much planning. /__/	Well-planned /__/	
9. PRESENTATION Appropriate teaching techniques. Shows evidence of understanding principles of educational psychology including motivation, reward, redundancy, patience. Appropriate use of auditory & visual aids.	Students poorly motivated. Presentation inappropriate or monotonous. /__/	Some motivation of students. Some indication of principles of educational psychology /__/	Fair motivation, Fair knowledge of learning principles /__/	Good motivation. Good knowledge of learning principles /__/	Commendable motivation and knowledge of principles of educational psychology /__/	

	(1) Very Poor	(2) Poor	(3) Fair	(4) Good	(5) Excellent	Comments
10. CULTURAL BACKGROUND Wealth of knowledge outside field shown in normal conversation, or in classroom presentation. Includes: Music, art, literature, history, current events, nature, etc.	Shows no interest or background outside teaching area /__/	Slight interest or background /__/	Some interest and/or background. /__/	Much interest and/or background /__/	A considerable amount of interest and background outside teaching field. /__/	
11. DEPENDABILITY On time.Can be counted on to do what he is supposed to do and what he says he will do.	Cannot be depended upon /__/	Often cannot be depended upon /__/	Fairly dependable /__/	Usually dependable /__/	Always dependable /__/	
12. CLASSROOM MANAGEMENT Teacher-pupil situation relationship conducive to learning. Cooperative rather than submissive or dominant.	Allows students complete control. Little if any learning,or the students are completely subjugated to teacher's will /__/	Little learning. Some evidence of student-teacher cooperation /__/	Fair student-teacher cooperation. Some learning. /__/	Good cooperation. Good learning. /__/	Excellent cooperation and learning. /__/	
13.REACTION TO CRITICISM	Becomes hostile or is crushed by criticism. Does not attempt to correct deficiency /__/	Is neutral in acceptance and correction. /__/	Accepts criticism but makes little attempt at correction /__/	Accepts criticism gracefully. Makes some attempt at correction. /__/	Accepts criticism gracefully. Attempts correction immediately. /__/	
14. CREATIVITY Disciplined, ingenuity, originality	Shows none /__/	Little expressed /__/	Some originality /__/	Considerable /__/	Highly original /__/	

	(1) Very Poor	(2) Poor	(3) Fair	(4) Good	(5) Excellent	Comments
15. DILIGENCE Willingness to work hard and long	Lazy /__/	Minimum essentials /__/	Does some work more than necessary /__/	Usually works hard /__/	Hard worker consistently /__/	
16.OVER-ALL RATING AS A TEACHER	One of the poorest /__/	Poor /__/	Average /__/	Above average /__/	One of the finest I've known /__/	

What can the University of South Alabama do to improve its teacher education graduates?

ADDITIONAL COMMENTS:

Major Teaching Area:_____ Minor:_____ Grade Level:_____Class Size (Average)_____

Degree of observation during teaching experience (check the appropriate degree of your observation): /_/ Extensive /_/ Reasonably Adequate
/_/ Limited

_____ DATE _____ POSITION _____ SCHOOL _____ SIGNATURE

Analysis of rating scale:

Validity: No statistical test of validity can be made because there is no criterion with which to correlate the rating scale, i.e., there is no better measure available. Since we are trying to determine principals' evaluations about their teachers, the rating scale is the criterion itself. However, rater bias and unreliability lower validity.

Reliability: The reliability of the rating scale was determined by computing the relationship between the principals' ratings of the teachers and the ratings of those teachers by their supervisors in practice teaching. The interval between practice teaching and the evaluation by the supervisors was between six months and four years.

No significant relationship between principals' ratings (total score) and University supervisor ratings was found ($N = 26$, $r = .28$) This would possibly indicate the following: (1) there is no consistent behavior in practice teaching and actual teaching; or, (2) University supervisors and principals have different operational definitions of teaching; or, (3) supervisors and principals have the greater or lesser opportunity to observe; or (4) University supervisors have unclear recollections of their student teachers; or, (5) any combination of the above.

Each of the first six variables on the rating scale shows a correlation of .60 ($p = < .01$, contingency coefficient) between two interviewers observing an individual simultaneously. The relationship between the principals' and supervising teachers' ratings on the first six variables is not significant at the .05 level ($r = .29$).

Results

Principals' and University supervisors' ratings:

The following table presents the means and standard deviations of the sample of principals' ratings for men and women.

TABLE XII

MEANS AND STANDARD DEVIATIONS OF MEN AND WOMEN TEACHING ALUMNI OF PRINCIPALS RATING SCALE

	$\bar{x}$	$S_{\bar{x}}$	S
Men	59.50	3.75	9.89
Women	69.30	1.10	9.43

Although there were only seven males (73 females), the difference between the means is significant beyond the .02 level. There was no relationship revealed between sex of the principal and evaluation of the teacher.

The University supervisors rated two males and 24 female teaching alumni. The following table describes how they evaluated their student teachers in retrospect.

TABLE XIII

MEAN AND STANDARD DEVIATION OF WOMEN TEACHING ALUMNI ON UNIVERSITY SUPERVISORS" RATING SCALE

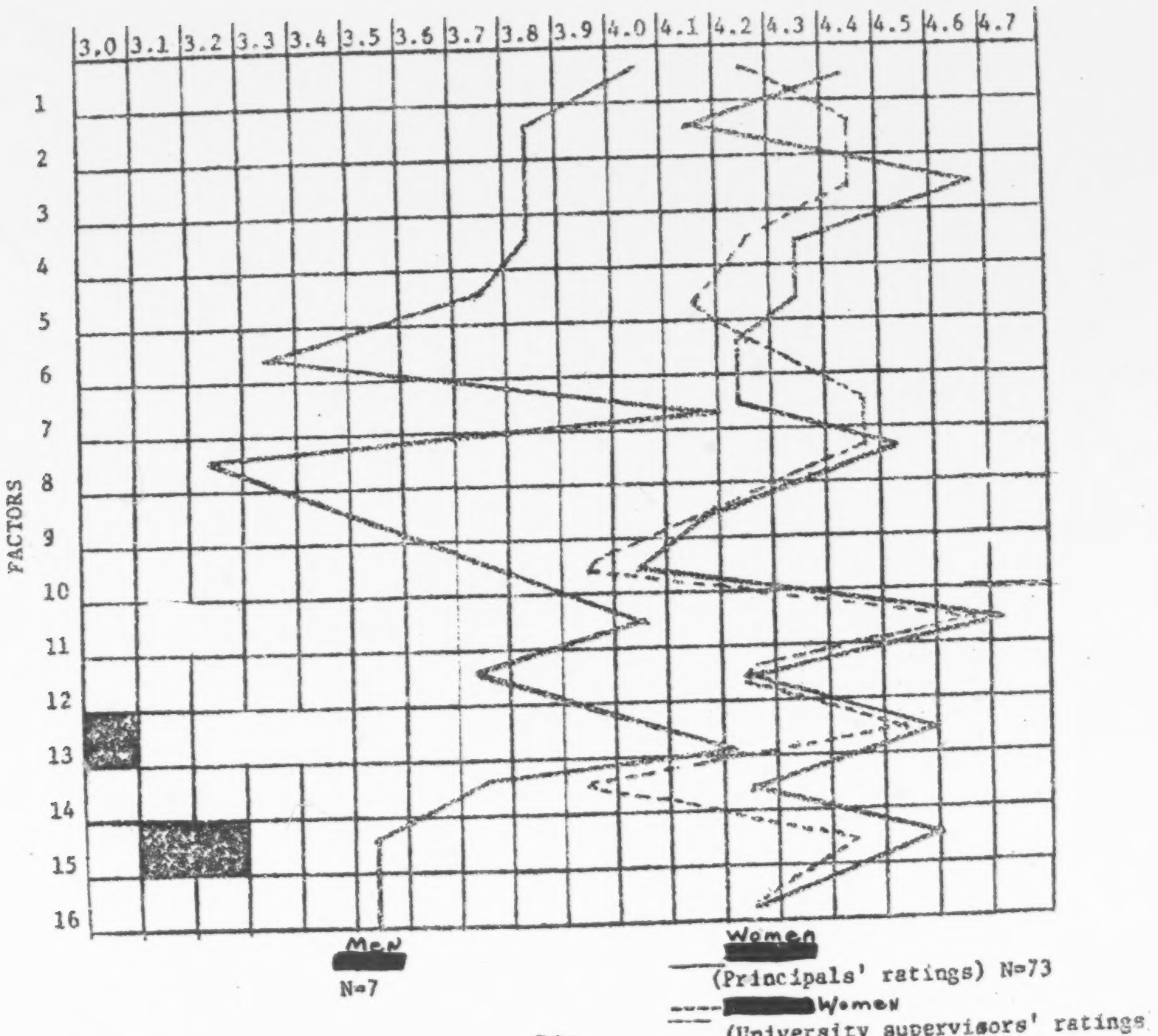
$\bar{x}$	$S_{\bar{x}}$	S
68.82	1.49	7.35

With only two males, no generalizations of comparative competence may be made.

A comparison of the principals' and University supervisors' ratings appears in the following specific evaluation in which Tables X and XI are summarized:

GRAPH I

EVALUATION OF ALUMNI BY PRINCIPALS AND UNIVERSITY SUPERVISORS



It is seen from the foregoing graph that [redacted] profiles derived from school principals and University supervisors almost coincide. That there is no significant differences statistically demonstrated. There is indication that the weakest points rated consistently are: voice, cultural background, and creativity. Most highly rated are: dependability and reaction to criticism.

Comparison by year

The College of Education has been training teachers for five years. Principal and University supervisor ratings of teachers training during four of these years show no significant differences between the years with no trend in evidence.

Solicited comments:

"I am very much impressed by the teachers I have received from your department. They are knowledgeable in the machines of elementary teaching and are good planners.

"They came here with a great deal of exuberance, and they project this throughout the school.

"I give teachers the chance to use their talents to the fullest and, believe me, these new teachers do it. Thanks to your department's efforts, I have had four teachers who in their first year have put many of my older teachers to shame. They act like yeast and they cause things to happen. Keep up the good work."

"Give your student teachers more experience in handling all types of children. Give the student teacher more experience with the rebellious child-face them more with the run of the mill discipline problems."

"We have been concerned with the grooming, or lack of it, evidenced in the student teachers sent to us these past two years."

"Give teachers more background information on student teachers."

"New teachers need to be better prepared for the opening of school. Better equip teachers for the teaching of disadvantaged pupils and slow learning pupils by having student teachers in schools where these children are located. A necessary part of a teacher's occupation is the conducting of parent conferences. New teachers need to be better prepared for this."

"Some persons should be directed toward junior high for experience before attempting senior high level."

"Continue current observation and participation phases of the program, but help to structure this program more effectively."

"Help them understand that all students are not motivated."

"We are very impressed with your graduates. Give them as much Child Growth and Development as possible. Many opportunities for teaching reading-a tutoring program, might be helpful. A teacher can learn much from tutoring one child. A good basic understanding of a sequential skill program in reading and math is most helpful. Your students 'stack' up real well when compared with 'outside universities.'"

I think you are doing an outstanding job. Keep up the good work. The emphasis on new 'Innovations' is excellent. I have been pleased in most areas, however, discipline could be improved some."

"Student teachers and cooperative teachers do not see enough of their college supervisor. They need a better understanding of the process and problems involved in evaluating learning. Please continue to get your students out into the schools as much as possible before they do their student teaching. We need a workshop seminar or college course for teachers that are serving as cooperative teachers."

"Give them broader experiences in liberal arts, dramatics and discussion techniques. Teach them how to set up classroom standards for the beginning of the school year. The breed of teachers you are producing is one of vibrance, and they help change the old ones.

"The ones who have been assigned to my school have been well qualified."

"Students seem to be getting a well-rounded program."

SECTION III

SUMMARY, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

Summary

Purpose:

The purpose of the present study was to evaluate the alumni of the College of Education with the aim of improving selection and training technique at both Bachelor's and Master's degree levels.

Materials:

The foregoing objective was accomplished by two means: (1) a questionnaire was sent to all alumni to ascertain their feelings about their experiential background in relation to their work, and (2) a rating scale was sent to the principal of the school where each alumnus was teaching. The rating reflected his feelings regarding the adequacy of each teacher. Statistical analyses of the questionnaires and ratings scale were made. The relationship between the two instruments is currently under investigation.

Subjects:

Questionnaires were sent to all alumni of the College of Education at the University of South Alabama. Thirty-one percent who obtained a B.S. degree and 50 percent who obtained an M.A. degree responded. It was demonstrated that the sample returns were representative on three criteria: sex, year of graduation and major field. The rating scale was sent to principals of alumni teaching in Baldwin and Mobile Counties. The same return (51 percent) was found to be reflective

of that population but not of all teaching alumni because a [redacted] disproportionate [redacted] number of elementary teachers responded.

Considerable emphasis was placed on testing the representativeness of the sample, because, without demonstrating this, generalization is impossible.

Results:

A description derived primarily from self report of the B.S. and M.A. alumni indicated the following:

1. A large majority are women. Both sexes have a higher than average grade-point average with women higher than men and [redacted]econdary majors higher than [redacted]lementary.
2. Most are currently teaching and have had only one position.
3. The actual time spent on various activities throughout the day compared with the ideal time shows that B.S. alumni would prefer somewhat less time teaching and more time for counseling students and for creative work. At the M.A. level less time for "general work" was desirable with more time for research and creative work.
4. The average salary shows no significant difference between [redacted]lementary and [redacted]econdary teachers at B.S. and M.A. levels.
5. A large majority at both levels are "thoroughly satisfied" or "satisfied" with their present positions and with their undergraduate and graduate training at the University of South Alabama. A few have left teaching for other occupations, primarily for financial reasons.
6. The B.S. and M.A. alumni are overwhelmingly satisfied with their educational experience at South Alabama.

7. Students at undergraduate and graduate levels acquired many abilities which they consider significant to them as persons and as teachers. A few specific skills such as lecturing and ability to work with groups of students in extra-class relationships were reported not learned at undergraduate or graduate levels.
8. Ability to control class was rated most essential in usefulness by the B.S. and M.A. alumni, but the greatest majority did not acquire it at either level. A few other skills and attitudes also were not developed.
9. At both levels there is an expressed need to develop skills associated with the production and consumption of research.
10. The majority of the M.A. alumni sampled would prefer to retain the Master's oral examination.

Analysis of the rating scales filled out by principals, and, as a reliability check, by University supervisors, showed the following:

1. Women are rated significantly higher than men by principals.
2. Evaluations of principals and University supervisors, although they show little relationship to each other, rate the women at very much the same level.
3. The weak points of the teaching alumni are voice, cultural background, and creativity. Most highly rated are dependability and reaction to criticism.
4. Teacher ratings show no significant differences between years of graduation with no trends in evidence.

Conclusions, Limitations and Recommendations

Despite the fact that the samples were found to be representative of the population on three criteria, future researchists would do well to send follow-up probes to non-respondents. It is felt by the present investigator that familiarization with research purposes and techniques at undergraduate and graduate levels would possibly assure future research efforts of greater response, hence greater validity. Emphasis on research as early as the freshman year is presently being made in the College of Education.

The genuineness of motivation, significance of purpose, and continued research effort will possibly develop within principals and University supervisors positive attitudes reflected in increased quality and quantity of response. Improved instrumentation and communication is a first step in this direction. At the present time, for example, factor analysis is being made of both the questionnaire sent to alumni and the rating scale sent to principals and University supervisors. Upon completion, results of these analyses will be distributed to the faculty of the College of Education at the University of South Alabama. It is further suggested that a copy be sent, not only the participating principals and University supervisors, but to all potential participants in subsequent research efforts, even though they are not involved in this pioneer study.

It is felt that the participants in this type of research should be involved in designing the research and in its implementation--a kind of action research. The questionnaire, for example, would best be devised by the faculty of the College of Education with contributions by alumni and students so that it would express more closely

the philosophy and objectives of those involved. In this way, the institution and alumni needs would be expressed and the most relevant and important areas would be probed. The present investigator, for example, found that the contributions of graduate and undergraduate students were invaluable in the development of both the questionnaire and the rating scale used in the present study. In brief, follow-up research of this nature should be a College function rather than an individual function.

Apparently, a "rule of thumb" solution to classroom problems is sought by many former students. Acquaintance with a theoretical frame (e.g., that found in the course "The Psychology of Learning") would help relate specific problems to cause-effect relationships, making possible problem solution (e.g., discipline is much more than getting students to mind).

Another apparently and equally significant need at even the undergraduate level is that need associated with effective methods of assisting students with problems. An undergraduate course dealing with the psychology of counseling and with individual and group counseling techniques may fill this need.

Acquaintance with the language and techniques of research is another outstanding need expressed by many alumni. Increased classroom emphasis on the consumption and production of research may satisfy students' expressed needs to develop these skills. Creativity may be enhanced by faculty members' placing greater emphasis on divergent thinking in classroom discussions and in course examinations.

Problems of voice, English usage, and appearance may be solved by an initial interview (not dissimilar to the Master's oral) of prospec-